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body, its condition, dress, etc., athletics, war, the sea, age and sex, social status, sense of taste, deities and religion, theater and festivals, disposition and morals, trades and arts. The indices of terms discussed in the dissertation add greatly to the practical value of the treatise. Here are listed 686 terms—368 Greek, 157 Latin, 161 English.

There are occasional infelicities of English style, e. g., the use of the word "some" (p. 47 init.) and about the middle of p. 7 where "such as" would naturally replace "which." In the next sentence the reader who is not himself possessed of knowledge of the facts might be puzzled to determine whether it is meant that the examples cited are to be found in Aristotle or are taken from among the terms developed later by less philosophical critics. Throughout the work additional illustrations occur to the reader, e. g., under *ὑφαίνειν* (p. 35) *Il.* iii. 212 would seem more appropriate than the passage cited, and under *ῥέειν* (p. 13) no reference could be found so relevant as Arist. *Eq.* 526 ff., where this verb is twice used and the figure of oratory "flowing with abundant praise" is elaborated through several lines. But it is difficult to tell where to stop in illustrative material and perhaps that given here may be regarded as ample considering the plan of the dissertation.

When a work possesses so many excellent qualities one can not avoid a feeling of regret that the author does not make his scheme and treatment still more inclusive, even exhaustive, but we are well aware that the conditions under which a thesis is brought out often discourage this.

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*Selections from the Greek Lyric Poets.* With a Historical Introduction and Explanatory Notes. By W. S. TYLER. Revised edition. Boston: Ginn & Co., 1906. Pp. xxiv + 191. \$1.

The revised edition (including Bacchylides 17 and 18) of Professor Tyler's *Selections* will make a convenient textbook for those American college students who are appalled by the erudition of Smyth. The introductions are pleasantly written and not overburdened with facts. The notes translate some of the hard phrases, give the Attic for dialect forms, and in general furnish about the amount and kind of assistance desired by a sophomore in a hurry to construe. They will not distract his attention from the text by any excess of learning. He is not even told that Simonides' *epinikion* for Skopas is reconstructed from the discussion in the *Protagoras*. There is much to be said for this theory of teaching and annotation. But it sadly diminishes our office.

P. S.